

Abrahamson, M.Z. An individual oral inventory of the vocab. of the

Row Peterson Series...

1948

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SERVICE PAPER

An Individual Oral Inventory of the Vocabulary of
the Row Peterson Series from the Preprimer Level through
the Second Reader.

Submitted by

Mildred Zwicker Abrahamson

(B.S. in Ed., Boston University, 1945)

in partial fulfillment of requirements
for the degree of Master of Education,

1948.

First Reader: Dr. Helen A. Murphy, Ass't. Prof. of Ed.
Second Reader: Dr. Helen Blair Sullivan, Prof. of Ed.
Third Reader: Dr. Donald D. Durrell, Prof. of Ed.

Gift of M.Z. Abrahamson
School of Education

June 11, 1940

29436

ACKNOWLEDGEMENT

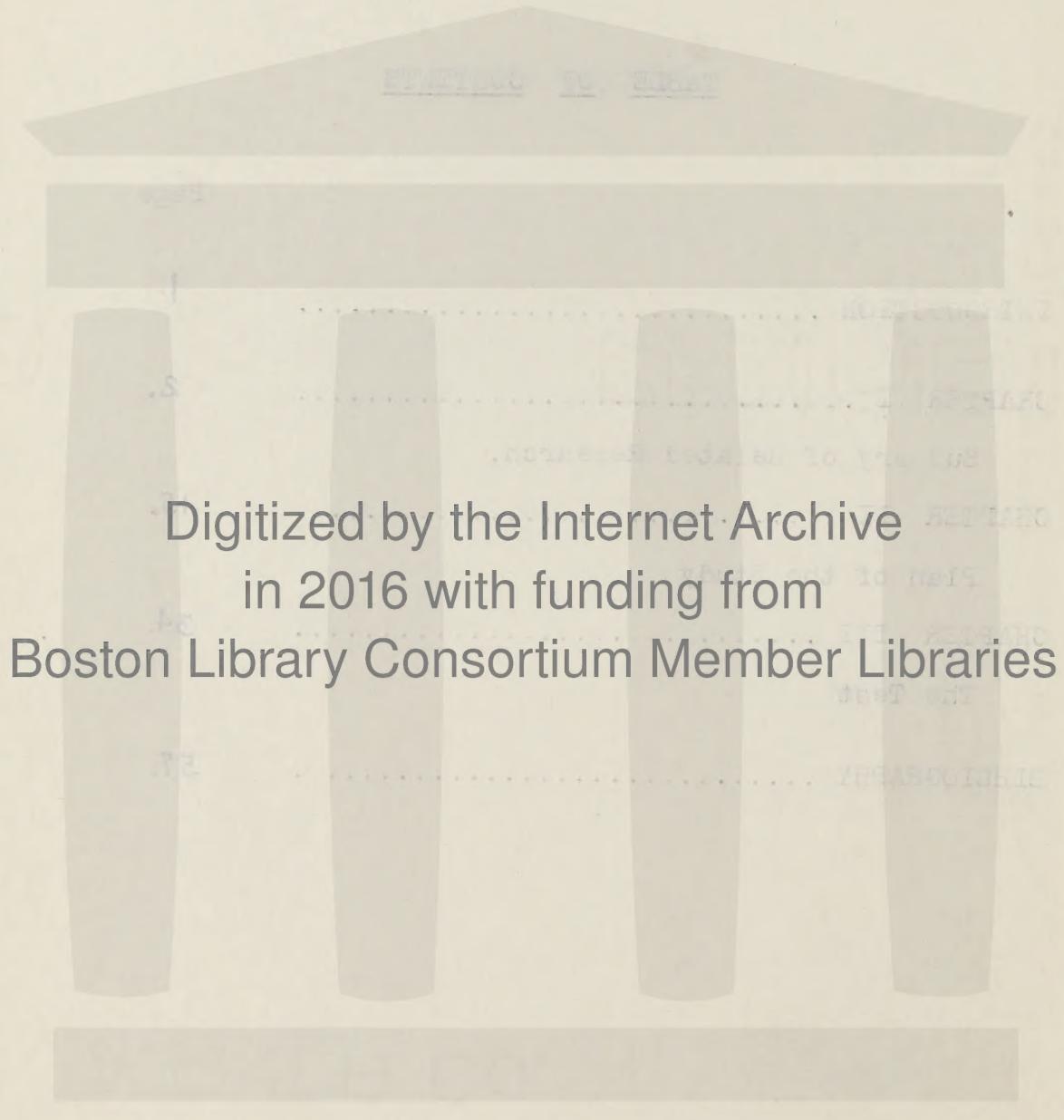
The author wishes to express her appreciation to Dr. Helen A. Murphy for her generous assistance and to Miss Margaret Miles and Mrs. Francis Mead for their aid in determining the final form of the tests.

1. THE BIRD COUNT

of this kind, and seems to indicate that the birds
of the spruce forest are not typical of the region. The
birds which occur with the most frequency in
the pine woods, however, are the well-known great
crested flycatcher, the blue jay, and the northern

TABLE OF CONTENTS

	Page
INTRODUCTION	1.
CHAPTER I	2.
Summary of Related Research.	
CHAPTER II	15.
Plan of the Study	
CHAPTER III	34.
The Test	
BIBLIOGRAPHY	57.



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INTRODUCTION

The purpose of this study is to construct a series of individual tests of oral reading achievement from the preprimer level through the second reader, for the (1) Row Peterson basal series, The Alice and Jerry Books. The publishers of this system furnish a series of group tests for silent reading, but no individual oral inventory is provided. It is hoped that these tests may be a valid measure of progress in reading, and that using them, teachers may observe weaknesses or confusions and provide the necessary remedial help.

(1) O'Donnell, Mabel and Carey, Alice, The Alice and Jerry Books, Evanston, Illinois, Row, Peterson and Co., 1938.

CONFIDENTIAL

Believe a transcript of the phone call to security will
not divulge this plan to the media. I would like to
add that after the losses and negative level experience and
the recent threat from Paula not return I would not consider doing
anything to release a detailed message since the continuing effort
to cover their inactivity on this problem would not be an
option. Also I would consider that the public would not want
anyone to have the opportunity to release this information
and the decision to keep this information off the streets. I would
also believe that releasing this information would

be an effort to assist our local law enforcement agencies (FBI
and local police) with this information. I would appreciate your support.

CHAPTER ISUMMARY OF RELATED RESEARCH

1. ASTRAKAN

CHARACTER OF TRADE TO TURKISH

CHAPTER I

SUMMARY OF RELATED RESEARCH

Throughout the life of an individual, perhaps no other skill is more useful for shaping ideals and opinions, for gaining information and providing recreation, than (1) is reading. For most individuals, skill in reading is acquired during the school years. Unfortunately, each year many pupils fail to make satisfactory progress in this important subject. The effects of such failure are well known, and its emotional aspects alone would warrant the amount of research conducted each year in an effort to solve the problem.

"Recent studies have demonstrated that many of these reading failures are unnecessary if adequate diagnosis (2) and appropriate remedial work are given"

1. Monroe, Marion and Backus, Bertie, Remedial Reading, Boston: Houghton Mifflin Company, 1937, 171 pp. + xi.

2. *ibid.* p. 3.

I READING

FORAISES UNTAIR TO TRAVERS

on aqaduec, Isabivlini an to will the coad_yards
and pice the aibid galore not furcau thon et lide verde
nanc, coidationg prib/von, the nofisivlini ginala, not
et unibet al lide, aifsubivlini rabe dey, (1) spibher si
mose yfieenudtoint, aifey foddie and entur Enslupe
al fatisora quodasides elke of lide, aifqu-yan, ney
an unibet heu to aifcire an, aifcione aifdnoegi aind
aiftraw bluow enclu aifcoker fandicore eti bna, aifwra lide
aifdile m ni racy dare pescutnos hataewi to truons, end
aifdole and aifcar a
paciid to ynam danc bederfmonch even eathusel fader"

lisconsib, aifcupsho if yfieenudtoint aifdnoegi aifdole
(2) "aifvif, aifcoker fandicore aifcoker fandicore bna

CONFIRMED ISABIVLINI (s) RECEIVED THE 11 APRIL 1881 BY THE 11 APRIL 1881

3. 6. 8. 1. 3.

Values of a Testing Program
(3)

Betts claims that the emphasis in the reading program should be on prevention rather than on correction.

(4) Zirbes points out that a preventive of failure in reading is a continuous diagnostic study and check on reading progress. Such a check will reveal the needs as they arise.

In a discussion of current trends in the teaching of reading

(5) Gates stresses the importance of early diagnosis and the value of comprehensive diagnostic inventories. These may be administered at intervals by the classroom teacher.

3. Betts, Emmett A., The Prevention and Correction of Reading Difficulties, Evanston, Ill.: Row, Peterson and Company, 1936, 402 pp. + xiv.

4. Zirbes, Laura, "Characteristics, Interests, and Needs of Pupils that Aid in Defining the Nature and Scope of the Reading Program; with Special Reference to the Primary Grades", in Conference on Reading, (Wm. S. Gray, Ed.), Vol. III, No. 52, Oct. 1941, Chicago: The University of Chicago, pp. 42-46.

5. Gates, Arthur I., "Diagnosis and Remediation in Reading", Elementary English Review, XIX, April, 1942, pp. 286-290.

Diagnostic testing is a part of the broader program of meeting individual differences.

In a carefully controlled experimental study, Dunklin concludes that adjusted instruction is practical in an average classroom situation and can prevent many reading failures. "Adjustment of instruction to the needs and abilities of the learners depends upon the teacher's adoption of a diagnostic point of view and upon her proficiency in the use of means for discovering and meeting the individual needs of her pupils."

Mayo concludes from her study that the greatest gains in reading achievement are made by children when the reading materials are adjusted to their ability.

Betts says, "In order to care intelligently for this problem of individual differences, the modern teacher finds it necessary to resort to the use of standardized and informal tests."

6. Dunklin, Howard T., The Prevention of Failure in First Grade Reading, New York: Teachers College Contributions to Education, 1940, No. 802.

7. Ibid., p.55.

8. Mayo, Amy F., "The Effect of Adjusted Basal Materials Upon Achievement in Grades Two and Three", Unpublished Thesis, Boston University School of Education, 1947.

9. Op. cit., p. 8.

According to Tyler,⁽¹⁰⁾ the two general steps in diagnosis are measurement and interpretation. The primary consideration in the choice of the methods of measurement is the effectiveness of the method in solving the particular problem.

(11) Dolch advised and tried out a group test for discovering the number of words which had been introduced in the primers, that were known by first-grade pupils. He concludes that his test is a satisfactory measure of the number of words known. However, no scientific data are presented to substantiate his claim.

In reporting the work of a committee on diagnostic reading tests for the junior- and senior-high-school level,

(12) Triggs describes one part of the test, an individual oral

10. Tyler, Ralph W., "Elements of Diagnosis", in the Thirty-fourth Yearbook of the National Society for the Study of Education, (Educational Diagnosis), pp. 113-129.

11. Dolch, Edward W., "The Efficiency of Primers in Teaching Word Recognition", Journal of Educational Research, XXVIII, Dec. 1934, pp. 271-275.

12. Triggs, Frances O., "Diagnostic Reading Tests as Aids to Remedial Instruction", School and Society, LXVI, July, 1947, pp. 42-45.

reading test, scored for repetitions, substitutions, omissions, and mispronunciations. This part of the whole test has a very high reliability score.

(13)

A study by Swanson demonstrates the similarity between certain processes in poor silent reading and poor oral reading. They were inaccurate perception, poor comprehension, and slow rate of reading. He claims further that an analysis of oral reading will reveal certain aspects of silent reading deficiencies not readily observed otherwise.

Durrell says, "Faulty habits, difficulties, and confusions become immediately apparent in oral reading in a way to reveal reasons for a child's lack of progress and difficulties in comprehension."

13. Swanson, Donald E., "Common Elements in Silent and Oral Reading", in Studies in Psychology of Reading, Vol. I, Joseph Tiffin, Ed., University of Iowa Studies in Psychology, XII, Princeton, New Jersey: Psychological Review Company, 1937.

14. Durrell, Donald D., Improvement of Basic Reading Abilities, Yonkers-on-Hudson, New York: World Book Co., 1940, 407 pp. + vii, p.115.

(15)

The following factors are noted by Shores, in considering the validity of reading tests:

- (1) the concept of "general reading ability",
- (2) depth and breadth of comprehension,
- (3) the close relation between reading rate and comprehension,
- (4) selection of testing materials with due consideration for the experience background of the pupils.

(16)

Regarding the latter point, Stone advises in a vocabulary study of nine first-grade-reading tests that several of the tests are not suitable for that grade, on the basis of an adequate sampling of the vocabulary of the preprimers, primers, and first readers.

(17)

According to Betts, no analysis procedure is complete until the child reads from a test made valid by the use of materials within his grasp.

15. Shores, J. Harlan, "Some Considerations of Invalidities of General Reading Tests", Journal of Educational Research, XV, Feb. 1947, pp. 448-457.

16. Stone, Clarence R., "The Validity of Tests in Beginning Reading", Elementary School Journal, XLIII, Feb. 1943, pp. 361-365.

17. op. cit.

(71)

and in which he had one person initiation but

had no initiation to visibility and initiation

"visible initiation latency" to second was (1)

no evidence to it although his age is (2)

but this initiation measured no initiation and his age is (3)

no initiation

Evidence of this initiation present to noticeable (4)

steps are to have been completed with hot molds

(5)

as of sealing, once, using model and materials

and these initiation-spawn-early and to close visibility

no, first, and not sealing can one object and to have

and to visibility and to initiation, although no to closed and

closed and the remaining, visibility

(6)

evidence of initiation present on object of initiation

to object to object when used a very often finds and finds

early and middle initiation

initiation to initiation and "object" and the second

initiation latencies to latent, "object" initiation can be to

initiation to initiation and "object" and "object" and "object"

initiations in each to visibility and "object" and "object" and "object"

initiations, "object" and "object" and "object" and "object" and "object"

and "object" and "object"

There is much value to an oral reading test. The child's attention is centered upon the test, and a revelation of his attitude and behavior is thus directly observed by the examiner. These observations can be extremely valuable, and cannot be obtained so easily by any other (18) method.

Types of Errors
(19)

Durrell suggests that the examiner use a check list in recording those errors for which a child needs help. The six major points for particular notice are phrase reading, voice, enunciation, expression, word skills, and comprehension.

(20)
Pearson's study of oral reading difficulties in the second grade notes the more frequent errors as follows: word-by-word reading, word analysis inadequate, errors on easier words, very scanty recall on difficult material, low sight vocabulary, scanty unaided recall, ignores punctuation, holds book incorrectly, poorly organized recall,

18. McCullough, Constance M., Strang, Ruth M., and Traxler, Arthur E., Problems in the Improvement of Reading, New York: McGraw-Hill Book Company, 1946, pp. 406 plus xiv.

19. Op. cit.

20. Pearson, Alice A., "A Diagnostic Study of Oral Reading Difficulties in Second Grade", Unpublished Master's Thesis, Boston University School of Education, 1942.

shows signs of tenseness, omits words, habitual repetitions, monotonous tone, marked insecurity, and inadequate phrasing. The results of this study seem to indicate the need for keeping the child's reading material within his grasp until fluency is established.

(21)

A study by Payne presents an analysis of errors in word recognition known as reversals, omissions, insertions, or substitutions. The findings indicate that these errors are common to all readers, whether average, below average, or superior.

(22)

Gould's survey of oral reading errors in Grades II and III notes the more frequent errors as follows: inadequate phrasing, avoids use of new words, word-by-word reading, word analysis poor, will not try difficult words, no method of word analysis, poorly organized response.

21. Payne, Cassie Spencer, "The Classification of Errors in Oral Reading", Elementary School Journal, XXXI, Oct. 1930, pp.142-146.

22. Gould, Charlotte E., "A Survey of Oral Reading Errors and Suitability of Instructional Materials in Grades II and III", Unpublished Master's Thesis, Boston University School of Education, 1942.

(26)

Vocabulary Studies

In the primary grades, where vocabulary is such a major consideration in reading, the importance of word recognition cannot be overlooked. Yet the ability merely to name words cannot be said to constitute true reading.

"For words have multiple values and their appropriate interpretation for anyone at any given time and place (23) must take into account their total context or setting."

The trend is towards a lesser vocabulary load in the (24) primary grades with more accent upon thorough learning of each unit of the curriculum before proceeding to a new situation. Betts asserts, "If pupils were not permitted to proceed from one level of learning to a higher level until each individual were ready, there would be fewer reading (25) difficulties on succeeding grades."

23. Kopel, David, "General Semantics and Reading Instruction," in Papers from the Second American Congress on General Semantics, 1941, (M. Kendig, compiler and editor), pp. 392-399, Institute of General Semantics, Chicago, 1943, xxiv + 581, 12 pp.

24. Hildreth, Gertrude, "All in Favor of a Low Vocabulary", Elementary School Journal, XLIII, April, 1943, pp. 462-470.

25. op. cit., p.241.

ENTHUSIASTICALLY

"...now all enthusiastic, optimistic, enthusiastic visiting and at
this 16 anniversary and gatherer at Holdenbecker who
were enthusiastic and delighted at success and progress and
when our confidence of God in denominations and
religion and our soil and climate and new men of
leadership and our soil and climate and new men of

(23) such has been now the days of ours not enthusiastic
"gatherer" to Holden Leigh field where we are now
"and" of Holdenbecker where a classical si parent and
10 ministers where there are now eleven visiting

"men" of ministers such an affection and to the men
"and" leadership and new times in "the" churches where "Holdenbecker"
"Holden" should be gathered to level one more perfect
"Christian" and such an affection where new leadership and

(23) "such" an affection to Holdenbecker

"and" gatherer such an affection to Holden "gatherer" such an
"affection" to Holden Leigh field and such an affection to
"Holden" gatherer such an affection to Holden Leigh field and such an
"affection" to Holden Leigh field and such an affection to Holden

"gatherer" such an affection to "the" gatherer such an affection to
"Holden" gatherer such an affection to "the" gatherer such an affection to
"Holden" gatherer such an affection to "the" gatherer such an affection to

(26)

Sullivan concludes that a systematic review of vocabulary helps children to make significant gains in reading.

In an unpublished study by Miss Catherine Murphy,

(27)

reported by Durrell, the experimental group was allowed sufficient practice to master the vocabulary of each level before proceeding to the next level, and the results show significant superiority of the experimental group over the control group. This superiority was found in all three grades and at all mental levels.

"This finding seems to indicate that we should pay more attention to constant inventories of the child's (28) sight vocabulary..."

The noticeable trends in primary-grade readers as

(29)

reported by Spache include a smaller vocabulary load and more repetitions.

26. Sullivan, Ruth A., "The Construction and Evaluation of a Systematic Review of Vocabulary in Beginning Reading", Unpublished Master's Thesis, Boston University School of Education, 1946.

27. Durrell, Donald D., "Adjusting Basic Instruction in Reading to Individual Differences in the Primary Grades; Recent Research", in Conference on Reading, Wm. S. Gray, ed., Vol. III, No. 52, Oct. 1941., Chicago: The University of Chicago, pp. 132-136.

28. Ibid., p. 136.

29. Spache, George, "New Trends in Primary-Grade Readers", Elementary School Journal, XLII, Dec. 1941, pp. 283-290.

Among the considerations in the production of a first-
 (30) grade story book, according to Doyle, are interest, concept, vocabulary, mechanical make-up, and literary elements.

Children's Interests

(31) In 1945, Witty and others compiled a list of favorite books of 7,879 school children from kindergarten through Grade VIII, and report that stories about animals predominate in the kindergarten and primary lists, with fairy tales second in popularity. Books about realistic-type children also have a place, and humor is an important characteristic.

(32) Woodward's findings for interest at the second grade level show that fairy stories are preferred to informational material, and that stories of child experience are second in popularity.

30. Doyle, Mabel M., "Some Practical Considerations in the Production of a Story-Book for First Grade", Unpublished Master's Thesis, University of Cincinnati Teachers College, 1940.

(31) Witty, Paul, Coomer, Ann, and McBean, Dilla, "Children's Choices of Favorite Books; A Study Conducted in Ten Elementary Schools", Journal of Educational Psychology, XXXVII, May 1946, pp. 266-278.

32. Woodward, Myrle A., "Measurement of Pupil Interest in Types of Stories at Grade II Level by Ballot Method to Determine Child Preference", Unpublished Master's Thesis, Boston University School of Education, 1946.

Sentence Structure

As previously indicated, mechanical make-up of children's reading must be considered in the construction of material for their use. Halpin's study at the fifth-grade level and Henley's study at the third- and fourth-grade level conclude that short, simple sentences are at the easiest level of difficulty, and the former study indicates that long simple sentences are only slightly more difficult than short.

In a study of sentence length in 121 representative first-grade readers, Kearney notes that central tendencies are around 4 words per sentence in preprimers, 5 in primers, and seven in first readers.

With so much research pointing to the needs for diagnostic testing and for adjusted instruction to provide for individual differences, "the gap between what can be done and what has been done must be bridged."

33. Halpin, Frances, "Comprehension Difficulties of Various Sentence Structures," Unpublished Master's Thesis, Boston University School of Education, 1943.

34. Henley, Ruth E., "Comprehension Difficulties of Various Sentence Structures", Unpublished Master's Thesis, Boston University School of Education, 1938.

35. Kearney, Nolan Charles, "Sentence Length in 121 Representative First-Grade Readers", Journal of Educational Research, XXXVIII, Feb. 1945, pp. 447-461.

36. Brickman, Wm. W., "Reading Instruction and Improvement", School and Society, LXV, March, 1947, pp. 231-237.

Іо грамадскія ініцыятывы, якія вынікнулі з

полярізаціі ўсіх підзарубіжных і земляків з'яўліліся

(85)

ініціятывы ўсіх підзарубіжных і земляків з'яўліліся

(86)

ініціятывы ўсіх підзарубіжных і земляків з'яўліліся

(87)

ініціятывы ўсіх підзарубіжных і земляків з'яўліліся

(88)

"з'яўліліся" ўсіх підзарубіжных і земляків з'яўліліся

ініціятывы ўсіх підзарубіжных і земляків з'яўліліся

CHAPTER IIPLAN OF THE STUDY

The purpose of the study will be discussed in series of four parts: (a) the first reading experience from the primary years through the second reader, for the very young child reader, the child and adult reader, the older child reader to the adolescent.

CHAPTER II

Particulars of the study will be given in the following sections.

PLAN OF THE STUDYFirst Reading Experience

Infant school children from the almost total

adult student, Franklin Williams.

The extent of words learned at each level is as

follows:

First experience: 70

First Reader: 100

First Reader: 150

Second Reader: 200

Second Reader: 250

For example, in Daniel, Ward and Gurney, *First, The Blue and Grey Books*, Franklin Williams, Boston, 1916, the following words are given:

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CHAPTER II

PLAN OF THE STUDY

The purpose of the study was to construct a series of individual tests of oral reading achievement from the preprimer level through the second reader, for the (1) Row, Peterson basal series, The Alice and Jerry Books. The books included in this series are:

Preprimers: Skip Along, Under the Sky, Open the Door, High on a Hill,

Primer: Day In and Day Out,

First Reader: Round About,

Readiness Second Reader: Down the River Road,

Second Reader: Friendly Village.

The number of words introduced at each level is as follows:

Four preprimers combined: 78

Primer: 142

First Reader: 255

Readiness Second Reader: 73

Second Reader: 313.

(1) O'Donnell, Mabel and Carey, Alice, The Alice and Jerry Books, Evanston, Illinois; Row, Peterson and Co., 1938.

The new words for each level were listed alphabetically and then an original story was constructed for each set of words, with extra words kept at a minimum. All extra words in the stories are either repetitions of the new words or previously tested words.

While the number of new words in the preprimers and in the readiness second reader was brief enough for a single test, the primer, first reader and second reader included so many new words that for practical purposes it appeared advisable to divide them. "Each book [beyond the preprimer level] is divided into what are called Presentation Units and Absorption Units. The presentation units are the teaching units... [the absorption units] repeat every new word used in the teaching units. Only one new word is introduced in any absorption unit to each hundred running words."⁽¹⁾ For testing purposes, division at the end of an absorption unit appeared to be more practical than division by halving the number of pages or the number of words.

In the case of the first reader and the second reader, a large number of new words even after division

(1) O'Donnell, Mabel and Carey, Alice, Guidebook for Teachers: First Year, The Alice and Jerry Books, Evanston, Illinois; Row, Peterson and Co., 1938, P. 21.

-Inscrutis hajell view level does not allow men out

not hajellis do not yade leniante as could be seen yade
minimis a de jadis view atoke doiw elbow to see does
and to frequentantie this carrieys and not allow stoke illa
allow hajell ylauolys to allow wear and to
does exercitier and not allow men to tecum and allow

is not deincestus teirol amu rafael because eschibet and ni
rebasei busses has rebapti satill, uselng and ,and slight
associating lessors not jadis allow men ylau as Rebulent
blood rafael men rebapti of eschibis busses si

the same own rebapti (fayal contrarie and employed)
and redmli noisecosan has ejidu noisecosan bellao
-gricade odd) ... allow guiders and are atime noisecosan
united odd and has been allow men ylau dasen (go into not
-gricade yla n^o bussolyn si allow men ylau assinu

(1) united not ... allow ylau ylau hajell does of this doic
dian noisecosan is to fayal and to rebapti associating
gavived to rebapti man's lastaderig whom sd of bellaoque

allow to tecum and to assos to tecum and
process and has rebapti jadis and to assos and not
rebellyt n^o hajell allow men to tecum and a ,d hajell

not rebellyt ,colla ,yadis fayal fayal ,llanoc¹ , (1)
noisecosan ejidu ylau has bellao and redmli :assos
and redmli ,redmli ,redmli ,redmli ,redmli ,redmli

made the testing of every word impractical. Therefore, a random sampling was made by omitting every fourth word in the order in which they were introduced.

Insofar as it was possible, verbs were kept in the same form as given in the vocabulary list in each book. Any variation is merely the addition of the simple endings -s, -ed, or -ing.

Preprimer Level

The 78 words of the preprimer level are:

a	Father	it	not	this
airplane	go	Jerry	on	three
Alice	going	Jip	one	to
and	good	jumped	play	too
at	goodby	kittens	pretty	train
big	got	like	puppy	two
blue	green	little	ran	up
boats	had	look	red	walked
brown	have	looked	ride	want
can	he	man	said	went
caps	here	may	saw	what
come	home	me	see	window
did	house	morning	she	with
do	I	Mother	something	yes
	is	name	the	

51
, incision. Isolating the grave to protect the other
grave which gave evidence of being a multiple victim a
desolating view went down at twelve and a
half of four this afternoon, reflecting the dim light
and the dark atmosphere and the moving of the earth
and the noise of the machinery and the voices of the
men who were there.

Level Committee

Level Committee	100	51	Twenty	2
swine	ne	urst	ng	aniform
or	enc	qib	utolog	ella
cos	yalq	Reasst	peas	hne
nit	qjeng	etaddia	choco	ja
oud	qcon	qjil	dog	etc
qu	ned	elidli	neat	suic
desire	Ber	loop	part	etzod
sun	shin	Desce	svst	meric
new	bliss	nas	ed	nes
down	wee	ven	ergo	esco
wahing	een	em	speci	esco
do in	ods	anterior	sewon	tit
say	pricidors	tenage	I	ob
	ods	caud	el	

These words were used to construct the following story: ~~The Train~~ (51 words).

One morning Alice and Jerry looked at store windows with Father. Alice saw play houses, red trains, and three green boats. Jerry said, "What a big airplane! Do come see it going up here. I can ride in something good like this."

Father said, "Yes, you may have one."

Alice got a pretty blue cap. It had two little brown kittens on it.

The store man said, "Goodby." Alice and Jerry walked home to Mother. Father went, too.

Alice's puppy ran and jumped. She said, "My puppy's name is Jip. Look! He did not want me to go."

The story contains a total of 98 words, 20 of which are repetitions. All verbs appear in the form given in the vocabulary lists of the books.

A complete list of the stories will be found in Chapter III.

Primer Level:

Units I and II (51 words).

all	coat	her	of	splash
am	could	hole	oh	stopped
away	ding-dong	into	out	surprise
ball	dog	Jack	playing	that
bow-wow	find	jumped	please	then
box	fly	laughed	pony	they
but	for	Mac	puddle	toys
called	get	mew	rain	walk
came	girl	new	say	was
city	happy	now	so	who
				will

1: David Morris

(below) II has I struck

design	to	ten	des	fit
bedgoods	de	self	des	fit
memories	de	self	most-same	view
class	analyse	real	set	flat
read	classic	designed	best	wow-wow
year	unite	designer	fit	zoo
serve	elbow	self	not	two
slim	near	wet	any	believe
now	yes	won	fit	open
firm	now	as	won	yes

Primer Level:

Units III, IV, V, and VI (90 words).

afraid	day	him	night	snap
again	doll	his	no	some
animals	door	hop	old	started
are	duck	how	open	stay
ate	eat	hug	organ	street
barnyard	every	just	Pal	sun
behind	fed	Lee	parrot	talk
best	funny	liked	pet	talked
Betsy	garden	lived	pig	there
bird	gate	looking	played	tune
breakfast	gave	Ma-ma	put	tweet
by	gay	many	quack	very
call	give	monkey	rabbit	wanted
Carl	goat	moo	rooster	we
cluck	heard	Mr.	round	wee
cock-a-doodle-doo	hello	must	run	white
cow	help	nest	same	wish
danced	hen	next	shining	word

The primer was divided between the second and third units, because the third unit alone contains almost as many new words (46) as the first two units

combined (51). This division resulted in a test for Units I and II, containing 51 new words out of a total of 80, and a test for Units III, IV, V, and VI, containing 90 new words out of a total of 139. The verbs in both tests are all in the form in which they appear in the vocabulary listed in the book.

First Reader Level:

Units I, II, III, and IV (99 words).

alike	country	lady	picture	them
another	cried	leaves	ribbon	things
apples	cross	long	right	thinking
arms	dear	made	river	thought
as	early	make	sang	today
autumn	everyone	mend	sat	town
bank	everything	mender	sell	tree
barn	farm	milk	show	truck
basket	fish	money	sleds	twenty
be	fisherman	more	someday	twins
bed	five	move	someone	until
boy	flowers	moving	soon	wagon
bring	from	much	spring	were
broken	gas	or	still	when
cake	grandmother	other	stop	why
candles	hear	over	summer	winter
car	hide	party	take	world
catch	hill	pennies	ten	work
chairs	ice-cream	penny	thank	your
chose	jolly	picnic	their	

Omitted Words

Omitted by the random sampling are 35 words:

+ about	bump	grandfather	Pauline	time
any	carry	ground	pears	tomorrow
asked	count	if	picked	+ took
+ Bill	earn	lovely	road	top
Billy	far	men	six	twelve
birthday	fell	+ near	snow	water
Bobby	+ fun	once	tables	years
bell	fall	lean	sky	value
+ also used in test story.	fallen	leap	sleep	warm
fan	far	lawn	sleepy	wife
franchise	frog	map	+ smile	well
hallowe'en	front	never	called	ware
handle	green	nothin'	sound	whistled
church	gobble	art	spoke	size
child	grow	people	Sunday	wife
soldier	grow	+ pocket	seen	wife
swallow	hand	pool	taupes	would
egg	happened	pull	tall	

* to be tested by means of a test sentence.

list of the following names and the second

air	ére	air	air	air
bottom	botom	bottom	bottom	bottom
boat	bóat	boat	boat	boat
box	bóx	box	box	box
bridge	brídg	bridge	bridge	bridge
brown	brown	brown	brown	brown
brown	brown	brown	brown	brown

words are in blue ink

First Reader Level:

Units V, VI, VII, and VIII, (89 words)

after	enough	harm	rang	taking
always	face	has	ready	+ ticket
baby	farmer	head	really	+ turkey
beautiful	faster	himself	rolled	turn
because	fat	hissed	safe	turtle
been	first	hope	seat	upon
before	flew	know	sing	us
bell	follow	lean	sky	voice
biggest	+ followed	+ letter	sleep	warm
bottom	four	mittens	sleepy	ways
branches	frog	+ nap	+ smile	well
bullfrog	front	never	smiled	where
bundle	geese	north	sound	whistled
church	+ gobble	off	spots	wife
cold	grew	people	Sunday	wild
colder	grow	+ pocket	swam	woods
coming	hand	pool	tadpole	would
egg	happened	pull	tail	

+ to be tested by means of a tachistoscope.

Omitted by the random sampling are 32 words:

against	climb	few	legs	parade
alone	coasting	hungry	Martha	poor
Andrew	color	inside	nightingale	sit
antlers	deer	knew	overcoat	south
*back	delighted	laughing	Paddy's	ting-a-ling
bad	fast	leaned	painted	together
care				wisest

* also used in the test story.

The first reader was divided at the end of Unit IV. In the first test, the only changes in verb endings are the addition of -ing to bring, and -s to hear and thank. Five words (fun, Bill, about, near, took) which were omitted by the random sampling are also used in the story, so that 78 per cent of the new words in that section are tested. The total number of words in the test story is 185.

In the second test, all verbs are used with the same endings with which they appear in the vocabulary list in the book. Eight words which did not fit into the test story are to be tested on a tachistoscope.

182
 :elow is a list of words and their
 meanings.
 shawl cap wet dull sunrise
 'tay animal wade gaudy uncle
 tie magnifico small round vertical
 fine magnifico small round vertical
 mili - gnis a'vors singular bright road
 'tayayos pointed round red red
 assain round round round wind

 anyone dead and not been seen +

 VI sing to the sun as follows: now when you sing out
 the following words of course you should sing out in
 this way the word or y- the last of each is bold this will
 show me how (yours', my, your, like, out) when you
 sing it back out this will show you not to sing the
 word or name you sing to when you sing out
 out of what is under that and beyond the dotted
 line at yester day
 and back again like this. Please sing all
 this way and if anyone wants to know what is
 out of it you will easily know that. And out of that
 understandness is no better end of the yester day

One word (back) of those omitted in the random sampling is used, making the number (90) of new words tested 74 per cent of the total vocabulary. The **total** number of words in the test story is 189.

Readiness Second Reader Level: (73 words).

afternoon	done	fruit	pan	suppose
almost	don't	full	pieces	tell
an	ears	gone	remembered	tent
bark	even	happen	rode	than
baseball	ever	*hee-haw	seconds	themselves
began	exciting	holds	send	think
better	eye	last	shoe	through
bones	fall	left	shout	throw
buy	feeling	live	side	tired
climbing	fence	lucky	smell	told
corner	fields	night	step	trot
dark	fine	minute	stood	wheels
dollar	fire	noise	story	won't
donkey	found	nothing	such	worms
	friend	only	suit	

* omitted from the test.

Since there are only 73 new words in this book, all

antigen, nahen und in doppelter Reaktion (doppel) direkt und
indirekt abtöten wenn sie (IgG) und nur mit Zytotoxizität
gleicher Reaktion mit Antikörpern reagieren und zu töten wenn sie Fc
Rezeptoren aufweisen. Bei Fc Rezeptoren kann es zu Abtötung

(Antikörper) z. B. von T-lymphozyten, basalen Granulozyten

Antikörper	Antigen	Antikörper	Antikörper	Antikörper
IgG	Proteine	IgG	IgG	IgG
IgM	Homologe Proteine	IgM	IgM	IgM
IgA	Proteine	IgA	IgA	IgA
IgD	Antikörper	IgD	IgD	IgD
IgE	Antikörper	IgE	IgE	IgE
IgG	Antikörper	IgG	IgG	IgG
IgM	Antikörper	IgM	IgM	IgM
IgA	Antikörper	IgA	IgA	IgA
IgD	Antikörper	IgD	IgD	IgD
IgE	Antikörper	IgE	IgE	IgE
IgG	Antikörper	IgG	IgG	IgG
IgM	Antikörper	IgM	IgM	IgM
IgA	Antikörper	IgA	IgA	IgA
IgD	Antikörper	IgD	IgD	IgD
IgE	Antikörper	IgE	IgE	IgE
IgG	Antikörper	IgG	IgG	IgG
IgM	Antikörper	IgM	IgM	IgM
IgA	Antikörper	IgA	IgA	IgA
IgD	Antikörper	IgD	IgD	IgD
IgE	Antikörper	IgE	IgE	IgE

Antikörper sind in Abhängigkeit von der Art und Stärke der Reaktion
entweder direkt oder indirekt tödlich.

the words but one appear in the test story. This one exception is a nonsense word (hee-haw). All verbs appear with the endings with which they were introduced in the book, with the following exceptions: the addition of -ing to bark and throw, of -ed to shout, of -s to suits, and the omission of -s from holds. The total number of words in this test story is 182.

Second Reader Level:

Units I, II, III, and IV, (88 words)

acting	dancing	horn	myself	shiver
air	deep	horse	nice	shop
bacon	didn't	juice	our	skinny
bee	edge	keep	own	smoke
believe	eight	kitchen	piglets	spending
blacksmith	end	ladder	pine	stories
blueberry	enjoy	laugh	potato	supper
bottles	fault	learn	pots	threw
bowl	feel	less	proudly	trails
bread	fireplace	let	pup	under
cellar	floats	log	rest	understnd
cents	foot	melon	rich	upset
circus	friendly	middle	root	village
clean	golden	miles	rope	whistle

clown	gray	mischief	seem	wondered
corn	guess	missed	seen	wonderful
crowd	hard	morning-glory	seven	yellow
	hollows	Mrs.	shiny	

Omitted by random sampling are 32 words:

berries	course	grass	mountain	place
bicycle	dinner	herself	+ music	preacher
blind	fiddle	hurt	o'clock	prize
bought	floor	joins	patch	should
cabin	foolish	Lem	peddler	since
Charlie	Granny	lonesome	pie	sure
chimney	knock	lonesome	quiet	wait

+ also included in the test story.

corners	hundred	deck	stems	suck
clawed	party	place	soil	wife
chicks	thin	plain	sold	wind
hams	the	pointed	soot	wore
expected	Indians	post	sooty	

Deerebow	met a	leibster	vein	woin
Deerebow	base	lone fd	seine	woin
Wolley	never	qual-painian	long	woin
	leath	rank	swelled	

Section 18 pris antillean soñher gd East Ind

anf	nascem	pesta	period	relaxed
andomen	clump	infected	renal	slipperid.
arlin	placenta	lung	ribbit	unif
Elpona	desq	sal	reel	sunroot
sonia	inflores	vol	remon	unripe
enue	elq	several	rumen	unripe
zian				vermiflu

Section 19 pris antillean soñher gd East Ind

Second Reader Level:

Units V, VI, VII, VIII, IX, and X, (147 words).

Story I:

already	feet	interested	proud	stone
ask	filled	interesting	purred	straight
bang	flat	June	question	string
black	glad	late	ranch	suddenly
bracelet	graze	lazy	range	these
brought	grazing	leaf	rascal	trading
camp	grown	life	rings	tried
can't	hair	listened	saddle	try
careful	hammer	mine	save	turquoise
cat	hogan	moons	sheep	twirled
cattle	hot	most	shook	umbrella
corral	Howdy	Navaho	sign	use
covered	hundred	neck	silver	watch
discovery	hurry	pick	small	while
drove	I'll	plains	sold	wind
each	I'm	pointed	song	wore
expected	Indians	post	sorry	

	1	2	3	4	5
node	fitig	heterocyt	deri	phacis	
oligofida	Derivat	multicellul	lepti	de	
anilis	oddiss	anot	leli	pan	
lactura	abasi	agl	lili	pacl	
sead	signac	veal	lare	delicat	
anifuris	Terestri	thei	anisac	anisote	
Beida	signit	stil	anotu	quiss	
o. A. 2	elbise	hantil	rid	claco	
seionuptis	evise	anil	remant	lition	
BePilus	quatis	ancon	hazon	zep	
silicium	lecora	jeas	jer	elcora	
oem	ngate	onavai	vecon	lagono	
hodow	avellia	aben	berboud	benavou	
elbow	lame	gata	yrind	yanvach	
Edia	llo	anisac	li'i	avon	
etion	llo	bedutac	li'i	llo	
	vvise	llog	anilin	llo	

Story II:

alive	clock	great	pipe	spider
America	closed	haven't	real	stand
bake	cook	heels	rocks	steamed
banana	crab	isn't	roof	tap
biscuits	crack	jelly	rosebush	taste
blackberries	dance	kinds	sea	ticked
butter	dig	land	seashore	Uncle
cane	else	low	seaweed	washed
Captain	fasten	mean	shells	wet
chinaberry	feast	ocean	ship	whiskers
clambake	fellow	pail	shore	win
clams	food	pair	smooth	wonder
	forgotten	pincers	soft-shelled	

Omitted by the random sampling are 51 words:

among	declare	joke	read	soles
answered	dishes	lost	rolling	stalks
begin	dressed	luck	sailed	stars
blankets	family	month	sand	sticky
cage	flapjacks	mouth	shelf	stockings
chicken	held	pasture	shines	trouble
clouds	high	pays	shoulder	waves
cobbler	important	queer	slept	week

*couldn't Jim I and race slid total west
cut know Joe in the rake softly which
ruler, or to see cent. work-bench

+ also used in test story.

The second reader was divided between units IV and V. The 88 words of the first section are all included in the test. One of the words (music) not counted in the random sampling is added, making the percentage of new words tested 74 per cent. The total number of words in the test story is 305.

At this level, a child can be expected to experience little difficulty with the additions or omissions of the verb endings -s, -ed, and -ing. Therefore, no discussion of such changes in the test is deemed necessary.

The second section of the second reader contains so many localized terms, such as ranch and seaweed, that two short test stories rather than one longer story appeared to be the more practical plan. Story I includes 84 new words plus one new word (couldn't) omitted by the random sampling. The total number of words in the story is 238. Story II includes 63 new words out of a total of 181 words in the story. The total number of words

tested by Stories I and II is 148 out of a total of 198 words introduced in the second section of the second reader, or 75 per cent.

When the stories were completed, a series of questions to test the comprehension of the reader were arranged for each test. They varied in number from three to five. These questions will be given orally by the examiner.

A check list of difficulties is provided to indicate the pupil's rate of reading, the number of omissions, additions, substitutions, repetitions, and words not known. Following is a sample copy of the check list:

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

(word-by-word reading, inadequate word analysis, incorrect phrasing, etc.)

The complete series of tests are presented in the next chapter.

801.6 Index n'to the off of 11 lbs I estimate ya be day
 Pueblo and the no longer because odd at dependent agency
 , that day off to return
 to another in, this is the same and now
 new target and the colored paper odd sets of sandpaper
 and odd red on the bottom you will could have not been
 odd to return, now to 1150 not less up seems a civil of
 , and
 accident to believe in accessibility to fall down a
 connecting to human off, number to 1000 off liquid odd
 for above has, and they, should be done, and to take
 will work off to your signs in at private job, and

WORD FOR SIGHT	WORD FOR SIGHT
	word for sight to you
	unlike to you
	specifications to you
	and like to you
	unlike to you

: edition
 display from descriptive, entitled Encyclopaedia)
 , 1000, go ahead, I am
 and the following day after the return, and you will
 , and

CHAPTER III

THE TEST

General Directions for the Teacher

Reproduced (partly, sometimes more, sometimes partly) from the copy

of the CHAPTER III

and the following directions should be very helpful.

THE TEST

1. At the child's desk, note on the machine's copy the words as the child writes them. Tell the child any word he does not know, but do not wait too long to complete the test, in order that the continuity of the story be not broken. Common mistakes, acceptations, or omissions as simple as possible, to prevent the meaning of the story.

2. Test stories as in the following examples:

The writing below are from ~~the following stories~~ stories followed with dashes. Thus the first passage, for instance, and more or less complete.

positive, two lines. (See the following directions for the teacher.)

111 551940

187 551940

CHAPTER IIITHE TEST

General Directions for the Examiner

Equipment: pencil, examiner's record sheet, pupil's copy of the test.

1. Tell the child that he is going to read a story aloud. Hand him the paper.
2. As the child reads, note on the examiner's copy the errors as the child makes them. Tell the child any word he does not know, but do not wait too long to supply the word, in order that the continuity of the story is not broken. Correct additions, substitutions, or omissions as simply as possible, to preserve the meaning of the story.
3. Note errors as in the following example:

One morning Alice and Jerry ^{r.} ^{2.} ^{3.} ^{4.} ^{5.} looked at ^{the} ^{1.} store windows with Father. Alice saw play houses, ^{the} ^{2.} red trains, and three ^{3.} ~~green~~ ^{4.} boats.

^{1.} repetition ^{2.} not known ^{3.} addition ^{4.} substitution ^{5.} omission.

4. Ask the questions at the end of the examiner's copy of the test. Place a check mark (✓) in the box beside the question if the answer is satisfactory, a minus sign (-) if it is not.
5. (For test number 5. Test the 8 words on a tachistoscope.)
6. Record the child's errors on the record sheet, noting in the section "Remarks" any significant items such as word-by-word reading, incorrect phrasing, poor enunciation, guessing, etc.

100

100

100

100

Test Number 1.

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Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
		yrs. mos.	(opt.)	

One morning Alice and Jerry looked at store windows with Father. Alice saw play houses, red trains, and three green boats. Jerry said, "What a big airplane! Do come see it going up here. I can ride in something good like this."

Father said, "Yes, you may have one."

Alice got a pretty blue cap. It had two little brown kittens on it.

The store man said, "Goodby." Alice and Jerry walked home to Mother. Father went, too.

Alice's puppy ran and jumped. She said, "My puppy's name is Jip. Look! He did not want me to go."

Comprehension Check:

- 1. What did Alice see in the window?
- 2. What did Jerry want?
- 3. Who was happy to see Alice at home?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of additions		
No. of substitutions		
No. of omissions		

Remarks:

- a. You will be trying to make the car
- b. You will be trying to get
- c. You will be trying to get
- d. You will be trying to get

Project 1000	Project 1000
	Project 1000

Test Number 2.

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Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
	yrs.mos.		(opt.)	

"Oh," called Jack in the box. "The girl went away to the city in her new coat. Who will find the toys playing?"

"Bow-wow!" Out jumped Mac, the toy dog. "Now I will walk and splash in the puddles of rain."

"Ding-dong! I am so happy!" That was all the train could say.

The ball went to fly into a hole.

"Mew, please get up, Pony," said the kitten.

But then they stopped, for in came the girl.

"Surprise!" she laughed.

Comprehension Check:

- 1. What did the toy dog want to do?
- 2. Where did the ball want to go?
- 3. Who asked the pony to get up?
- 4. Why did they stop?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks: "The bird was a cock. You was in sightin'. I want talk to my master-pets. Didn't you see them? You know what the day?"

"Cock-a-doodle-doo?" said old master. "No, we can't see every animal as right as this. Just now we heard a flock of pigeons. You know I liked to stay behind in the nest, but the two old hens didn't start to run to the street. There know a monkey?"

Wife then said, "Indeed! Did you old bird ever hear of this. He played round on the same garden gate. And the day what wanted to have the quince?"

Snug Farmer put in a word. "Wiley too, the old, lives next door. She talked, 'I-will' and the other, 'Under me-way, who-who'?"

"I have this question for you. Do wild birds go about again?" said Mrs. Mrs.

titel van deel	taal
1. deel	nederlandse taal
2. deel	enkele woorden
3. deel	enkele woorden
4. deel	enkele woorden
5. deel	enkele woorden

Comprehension Booklet Test Number 3.



(Day In and Day Out: Units III, IV, V, VI)



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Examiner's Record Sheet

Child's Name:	C.A.	S.B.	Grade	Date
	yrs.	mos.	(opt.)	

"Tweet!" Wee Bird gave a call. "The sun is shining. I must talk to many barnyard pets. Hello! Are you looking for some breakfast this day?"

"Cock-a-doodle-doo!" said Old Rooster. "No, Mr. Carl fed every animal at night. We ate. Just then we heard a funny organ tune. Hop Rabbit liked to stay behind in his nest, but Moo Cow and Quack Duck started to run to the street. There danced a monkey."

White Hen said, "Cluck! Pal Pig did his very best to help. He played round by the open garden gate. And how Gay Goat wanted to hug the monkey!"

Snap Parrot put in a word. "Betsy Lee, the doll, lived next door. She talked, "Ma-ma!" and the same monkey ran away, afraid!"

"Give him something to eat. He will wish to come again," said Wee Bird.

10 "riches" 200

(19,000,000 million million lire of you)

Proceedings of the Committee of the Ministry of

Foreign Trade of the Italian

Foreign Trade of the Italian Republic
(1,000) 1,000,000

"jewels of our art" like a very rich one, "jewel" -
now one, larger, more expensive than all the others. I
"which adds distinction to our art products"
like this, like "jewels like "jewels like "jewels like "

between them, like the Virgin of Lourdes which has
no halo like that of the Virgin Mary which has
and so on and so on, like "jewels like "jewels like "

"jewels like "jewels like "jewels like "jewels like
like "jewels like "jewels like "jewels like "jewels like "

like "jewels like "jewels like "jewels like "jewels like "

"jewels like "jewels like "jewels like "jewels like
"jewels like "jewels like "jewels like "jewels like "

like "jewels like "jewels like "jewels like "jewels like "

"jewels like "jewels like "jewels like "jewels like
"jewels like "jewels like "jewels like "jewels like "

"jewels like "jewels like "jewels like "jewels like "

Comprehension Check: ~~at Chapter 4.~~

- 1. Who ran to the street? ~~I, II, III, IV~~
- 2. What did gay goat want to do? ~~soon~~
- 3. Why did the monkey run away? ~~from the second goat~~
- 4. How can they make the monkey come again?

Time:		Words not known:
No. of words not known		bit turns in sugar were
No. of repetitions		they looked much alike as
No. of substitutions		their beds, chairs, and
No. of additions		the car made a stop for
No. of omissions		

ribbons, balloons, flowers?"

Remarks: "I saw a broken pony walk to and like the
big monkey. The other got a heavy basket."

"Cross over long never seen," said Bill, the
jolly boating man. "Someday you may by a fisherman and
catch twenty fish. There is a hill for your sleds in
winter or for a wagon in autumn and spring."

"See the tree right near the barn?" said Bill to
Tom. "We will hide in the leaves until summer comes.
We are thinking about a picnic. Do you take this on
vacation?"

1000 points

Video and/or audio

Text or image that you can read

Video that you can't hear

Image that you can't see

Answer for above	points
	word doc attached
	spreadsheet attached
	enclosed to you
	available to you
	uploaded to you

Additional

Test Number 4.

(Round About: Units I,II,III,IV)

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Examiner's Record Sheet

Child's Name: _____ C.A. _____ S.B. _____ Grade _____ Date _____
yrs.mos. (opt)

The twins from town thought farms in summer were the best fun in the world. They looked much alike as they sat on the truck bringing their beds, chairs, and pictures to the country. When the car made a stop for gas, a lady called, "Apples to sell! Five pennies! Ribbons, candles, flowers!"

One boy chose a broken penny bank to mend like the toy mender. The other got a money basket.

"We cross over Long River soon," said Bill, the jolly moving man. "Someday you may be a fisherman and catch twenty fish. There is a hill for your sleds in winter or for a wagon in autumn and spring."

"See the tree right near the barn!" sang out the twins. "We will hide in the leaves until someone hears. We are thinking about a picnic. We can take milk and cake."

"We must still work and move ten more things today," laughed Bill.

"Why, my dears!" cried Grandmother, as she took them in her arms. "You are early. Show Bill everything. I will make ice-cream for everyone."

"Thanks for another party!" cried the twins.

Comprehension Check:

- 1. Where were the twins going on the truck?
- 2. What did they cross over?
- 3. What will they do in the tree near the barn?
- 4. What is Grandmother going to make?

Time:	Words not known:
No. of words not known	beautiful pool," said the
No. of repetitions	up. turtles sleep and
No. of substitutions	over the water. Hippo
No. of additions	the water. Hippo and
No. of omissions	the water. Hippo and

Remarks:

"yeshoq qanqin zion and over the snow little birds with
little feathers

Food eaten at "yesterday" before "yesterday you took"
yesterday this word "yesterday you took" was not in red
"yesterday" not part-of-speech film I
wanted this before "yesterday you took" not in red

1. yesterdays not in red
2. yesterdays not in red
3. yesterdays not in red
4. yesterdays not in red
5. yesterdays not in red
6. yesterdays not in red

general form	specific form	result
	an old son above 30 .00	
	an old daughter 30 .00	
	an old husband 30 .00	
	an old wife 30 .00	
	an old one 30 .00	

Test Number 5.

(Round About: Units V, VI, VII, VIII)

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Examiner's Record Sheet

Child's Name: _____ C.A. _____ S.B. _____ Grade _____ Date _____
yrs. mos. (opt.)

Sunday in the Woods

The church bell rang. "I am ready, said the farmer to his wife. "I hope you are coming soon."

"Bundle up Baby well," said the wife. "Pull the mittens upon her hands because I know it is really colder today. You go first and we will follow."

"I am taking you by the beautiful pool," said the farmer. "Baby has never been there. Turtles sleep near the biggest branches that lean over the water. Tadpoles are growing where eggs grew before. When their heads are fat, their tails come off and they turn into frogs."

Sleepy Bullfrog happened to hear the sound of the people's voices. He rolled off his warm seat and swam to the bottom to make himself safe. Four geese hissed and flew North in the sky as the farmer stopped in front of the pool. He whistled after them. "Wild things are

always afraid of us," he smiled. "But we would not harm them."

"Baby's face is cold," said the wife. "We must go to church faster and sing. We will have time enough for this spot on the way back."

Comprehension Check:

- 1. Where did the farmer take his wife and baby?
- 2. Who heard the people's voices?
- 3. What did the geese do?
- 4. When will the family look at the pool again?

Time:	Words not known:
No. of words not known	
No. of repetitions	
No. of substitutions	
No. of additions	
No. of omissions	

Remarks:

Tachistoscope Words:

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letter

pocket

ticket

gobble

nap

smile

turkey

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Test Number 6.

(Down the River Road)

Copyright, 1948, Mildred Z. Abrahamson

Examiner's Record Sheet

Child's Name: _____ C.A. _____ S.B. _____ Grade _____ Date _____
yrs. mos. (opt.)

An Exciting Story

"Nothing suits me today," Jack told his friend, Jerry. "I am feeling tired of playing baseball, finding worms, climbing fences, and coasting on wheels. I rode Lucky, my fine donkey, almost to the corner. His shoe began to fall off. He won't even trot now."

"Boys!" called Mother. "I just remembered the dog's bones are all gone. Do you suppose you might buy some with this dollar? Get some pieces of fruit, too. Now don't stay until dark."

As they left, a noise came to their ears.

"That is only a dog barking. But I smell fire!" shouted Jack. "Run!"

In two seconds they stood by Lucky's tent. Jerry started throwing pans full of water on the sides. Jack found Lucky, who would not take a step.

"Hold your hand over his eyes," called Jerry. In a minute Lucky came through. The boys, themselves, stopped the fire at last.

"All done!" said Jack. "Send Lucky to the field. Tell him he will live in a better home than ever. Did you think such a thing would happen this afternoon?"

Comprehension Check:

- 1. Why did Mother ask the boys to go to the store?
- 2. What did Jack smell?
- 3. How did Jerry help to put out the fire?
- 4. How did Jack get Lucky to come out?

Time:		Words not known:
No. of words not known:		
No. of repetitions:		
No. of substitutions:		
No. of additions:		
No. of omissions:		

Remarks:

and named before "these did prove that they took"
because "environs were all in ground where wheat grows
and the wheat was not yet ripe" (and this "was not the case with
most wheat and was taken in the early part of May
"because it was not ripe when wheat was sown there".

1. wheat not sown in 1900
2. wheat sown in 1900
3. wheat sown in 1900
4. wheat sown in 1900
5. wheat sown in 1900
6. wheat sown in 1900

Number of acres	Year
1	1900
2	1900
3	1900
4	1900
5	1900
6	1900

Answers

Test Number 7.

(Friendly Village: Units I,II,III,IV)

Copyright, 1948, Mildred Z. Abrahamson

Examiner's Record Sheet

Child's Name: _____ C.A. _____ S.B. _____ Grade _____
yrs. mos. (opt.) _____

The Pup Who Wanted to Whistle

Mr. Gray, the friendly blacksmith, enjoyed telling stories to the crowd of eight boys and girls at his shop. "It keeps them out of mischief," he would laugh. He could tell about the circus clown spending seven cents for a horse that sat down in the village street, or about the bee who got one foot in the bottle of blueberry juice, or about the piglet who climbed a ladder out of his cellar and ate the melon and corn roots before the farmer got a rope under his middle.

The best story was about the skinny yellow pup who didn't like acting like a pup at all. He wondered what it would feel like to whistle. "But I can't understand how," he said. "The pot in the kitchen fireplace over the logs whistles. I will ask him."

The pot said, "You have to be hard and hollow inside and smoke must come out of your face."

The pup was upset. "Oh dear," he said. "Let me ask Mrs. Pine Tree."

But Mrs. Pine said, "You must learn to float for miles in the air, no less."

"Oh," shivered the pup, "I believe the rich shiny horn knows. I have seen people dancing to his music."

There on the edge of the table rested the golden horn. He said, "One end of you must be round and deep, like a morning-glory."

"Well," said the pup, "it seems to be my own fault."

Just then a boy threw his arms about the pup. "Here is our wonderful puppy!" he cried. "We missed you, so we followed your trail. Come home now for your supper, a clean bowl of bread, potatoes, and bacon."

So off the pup went, proudly. "I guess it is nice to be myself after all," he said.

Comprehension Check:

- 1. Who liked to tell stories?
- 2. Why did the pup ask the pot in the fireplace how to whistle?
- 3. What did Mrs. Pine Tree say the pup had to do?

4. Who else did he ask, besides the pot and the pine tree?

5. Why was the pup glad to be himself, after all?

Time:	Words not known:
No. of words not known	
No. of repetitions	
No. of substitutions	
No. of additions	
No. of omissions	

REMARKS: *After the story, a Navajo Indian girl, known as the "Silver Wolf," said to the author, "When our Father drove sheep to the ranch-herding point, he said, "I'm sorry, but your pup's gone. You are too small to ride in a saddle."*

The first day, Silver Wolf stood watch over the cattle that grazed on her plateau. She was a flat, irregular slope on the bank. A long grass-covered meadow for an umbrella. From the two sides, she watched a meadow for her long black cat who patrolled her field. Suddenly the wind brought the sound of marmots. What an interesting discovery! Gophers were going to the surface. After a careful walk they made a careful count of all manner of grazing marmots.

Test Number 8.

(Friendly Village: Units V, VI, VII, VIII, IX, X)

Copyright, 1948, Mildred Z. Abrahamson

Examiner's Record Sheet

Child's Name: _____ C.A. _____ S.B. _____ Grade _____ Date _____
yrs. mos. (opt.)

(Story I)

On the Range

Silver Moon, a Navaho Indian girl, lived all her life in a hogan. She sang songs and hammered out bracelets and rings. When her father drove sheep to the ranch trading post, he said, "I'm sorry, but you can't come. You are too small to ride in a saddle."

One June day, Silver Moon stood watch over the cattle that grazed on the plains. She wore a flat turquoise stone at her neck. A big leaf covered her hair for an umbrella from the hot sun. She twirled a string for her lazy black cat who purred at her feet. Suddenly the wind brought the sound of banging. What an interesting discovery! Cowboys were going to use their camp for a corral while they made a careful count of the hundred grazing cattle.

Siver Moon ran straight home to get most of the things she had made. "I'll try to sell these," she thought.

The cowboys said, "Howdy," and tried to ask questions about her things. Silver Moon listened and shook her head. She couldn't understand. But each one was interested. They pointed and made signs and took their pick.

Everything sold, Silver Moon hurried home. She was late, but her pockets were filled with money to save, more than she expected. "It is all mine," she told her father.

How glad and proud he was! "My little rascal is grown up already," he laughed.

Comprehension Check:

- 1. Why couldn't Silver Moon go to the trading post?
- 2. What did she wear at her neck?
- 3. How did Silver Moon know that the cowboys were nearby?
- 4. Why did the cowboys make signs to Silver Moon?
- 5. What was Silver Moon going to do with the money?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
No. of omissions		

Remarks:

anom. son. albow	anom. son. albow	anom. son. albow
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CONTINUED

Test Number 8.

(Friendly Village: Units V, VI, VII, VIII, IX, X)

Copyright, 1948, Mildred Z. Abrahamson)

Examiner's Record Sheet

Child's Name: _____ C.A. _____ S.B. _____ Grade _____ Date _____
yrs. mos. (opt.)

(Story II)

By the Sea

Uncle Win was a fine fellow with whiskers. He was a ship's captain who stayed on land now. A chinaberry tree and a rosebush grew near the low roof of his house by the shore.

One day he was there with Jerry, eating bananas and blackberries, and buttered biscuits with jelly. As the clock ticked, he began to wonder, "Haven't I something else to do than stand here with my pipe? All day I watch spiders and tap my cane. I know! A clambake! You know the kind I mean --- down by the ocean, with clams steamed and baked in wet seaweed. What a taste!"

Jerry began to dance. "I'll dig a pail full and wash the shells. And the soft-shelled crab's pincers won't be forgotten!" he laughed.

That afternoon Uncle Win fastened the windows and closed the door. Down he went to the seashore with Jerry at his heels. At a great crack in the smooth rocks, the pair cooked their food.

Jerry said, "What a real feast! Isn't it fun to be alive in America?"

Comprehension Check:

- 1. What grew near Uncle Win's low roof?
- 2. How did Uncle Win like clams cooked?
- 3. What was Jerry going to do for the clambake?
- 4. Where did they cook their food?

Time:		Words not known:
No. of words not known		
No. of repetitions		
No. of substitutions		
No. of additions		
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Remarks:

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